



tregoEDge



At the heart of what we do



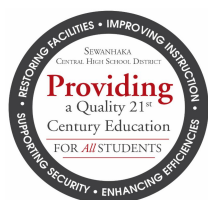
TregoED is proud to share the release
of our new video:
"Better Schools through Better Thinking."

[Check it out here!](#)



Benjamin B. Tregoe Awards

Successful leaders create and sustain a culture of learning. Through the Benjamin B. Tregoe Awards, we recognize those school districts that have committed to clear-sighted and courageous decision making and have demonstrated their belief in the capacity of their people by giving them the tools and the opportunity to collaborate to achieve their strategic and operational goals.



Meeting the challenge of equitable technology access

Sewanhaka Central High School District (NY) received the BBT award for its second straight year for their initiative to increase student access to technology in a manner that would be equitable and sustainable. They used TregoED processes to help them make tough, collaborative decisions including selecting a student technology access plan, determining which device and platform was most suitable and developing a comprehensive roll out and implementation plan complete with professional development and new written policies. [Read more.](#)



Cutting through complexity

The **Burlington County Institute of Technology and Burlington County Special Services School District** is a complex district with multiple campuses and a student population with diverse academic needs. They are being recognized for their systemic use of

TregoED processes to face several district-wide challenges including transparent communication of expectations, vertical alignment of organizational goals, analysis of data to inform instruction, identifying the root cause of achievement issues, and discovering ways to capitalize on new initiatives. [Read more.](#)



Increasing stakeholder participation to improve communication, trust and transparency

Cabarrus County Schools received the BBT award for creating a community-wide culture of collaborative decision making and problem solving. They have developed a systematic and collaborative budget process using TregoED tools which provides input from all levels and the formation of a joint budget committee that includes school district and county employees, parents and community members. Their comprehensive and collaborative methodical approach has enabled them to develop a solid budget with the support of stakeholders. Their commitment to the collaborative approach has also enabled them to move the district forward in math achievement and to develop and implement a comprehensive choice plan for their schools. [Read more.](#)



Closing the Achievement Gap

"More students achieve when educators assume collective responsibility for student learning" according to Learning Forward, a professional organization devoted to those who work in educator professional development. Recent results from Colorado Springs School District 11's initiative to close the achievement gap certainly back up that tenet. Three years after they used Problem Analysis to determine the true root cause of the achievement gap in their schools, they are making great strides in their high stakes testing results. [Read more.](#)

Looking Forward

2017

We are excited to usher in 2017 with a refresh to both our materials and website. Our new website will feature new user-friendly menus, clear media-rich descriptions of our offerings and a new and improved Portal with enriched resources and support materials for our current clients. Our refreshed materials will help deepen understanding and support increased application of process back on the job. Look for more details when we launch in January.

Building Better Schools Through Better Thinking

Introducing our new clients! We are pleased to be working with these districts who are committed to doing what is best for children through strategic decision making and data-driven problem solving.



The **Abbotsford School District** is a fast growing, diverse school district in British Columbia, near Vancouver, serving over 19,000 students. Committed to building the capacity of their leaders, the district began working with TregoED in the fall, providing introductory training to over 40 district leaders, primarily on the operations side of the house.



Chapel Hill Carrboro City Schools, a school district located near Raleigh, NC, serves over 12,000 students. TregoED began training over 30 people with the Exceptional Children Department in the fall. Using

TregoED processes, they have begun to address such areas as building consistency of procedures, communication, improving services for various groups of students with disabilities, etc. We also initiated work on the department strategic plan with select department leaders and identified key priority areas and goals for the next three years.



The **Colquitt County School District** serves approximately 10,000 students in rural Southern Georgia. TregoED has provided initial training and coaching support to two groups-principals and district leaders in the first and assistant principals in another. They are using TregoED processes to begin to address issues around pre-k, teacher evaluation and addressing student achievement disparities.



Decatur Public Schools is a suburban district near Atlanta that serves over 9,000 students. We have just begun our work helping them build the capacity of the district and school leaders and are looking forward to continuing this work into the new year.



Scotland County Schools serves 6,000 students and is located in the rural south central part of North Carolina. TregoED began training district leaders in July applying TregoED tools to address such issues as building leadership capacity, enhancing support for lateral entry teachers, and addressing Exceptional Children department challenges. In the fall, the district utilized TregoED consulting services to assist with a decision on location of new elementary school site.



The **Montgomery County Intermediate Unit (MCIU)**, located north of Philadelphia, serves 22 schools districts, more than 150 non-public schools and the PA Department of Education. TregoED is partnering with them to provide a 40-hour introductory training for school and district leaders, who will earn 40 continuing education credits upon successful completion. The first two cohort groups began training in November and will continue in January and March. We are excited to be working with a diverse group of session participants, who have joined us not just from MCIU but from other intermediate units, non-public schools and school districts from outside the region.



The **Duarte Unified School District** is a 4,000 student district just north of Los Angeles. TregoED services were secured by the Superintendent to facilitate a high-visibility decision around how best to address declining school enrollment in terms of facility usage. We worked with a representative community group over a period of four months to build a rational, defensible recommendation to take to the School Board.

We look forward to continuing our work with all of our districts in 2017!

How will ESSA change the face of your PD?



The *Every Child Succeeds* act is shifting control of funding for Professional Development from the Federal Government to the state and district level.

Typical PD is about to change...

In many districts, typical teacher and educational leader professional development (PD) has been short term, "sit and get" workshops or conference sessions. With the March 2017 ESSA PD planning deadlines looming, many states and districts are working to develop professional development plans to comply with the new definition and standards. The ESSA defines professional development activities as "sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom focused." (S. 1177, Section 8002, page 295, paragraph 42.)

So, what should 2017 PD look like under ESSA standards? [Read more...](#)

We at TregoED understand that the needs of every school district are unique. We do not offer one-size fits all solutions. What we can do, is help you develop plans and implement change tailored to fit the needs of your students, district, and community. As always, give us a call if you would like to build the leadership capacity of your staff to successfully implement new programs, solve problems, and make excellent decisions.

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